

**ELA Pacing Guide
Grade 8**

Block’s Testing Windows:

September		K-12		
January		K-12		
January	WIDA ACCESS Annual	K-12		
April	ILEARN	3-8		
April	I AM	3-8, 10		
May		K – 12		

The standards **highlighted** for each week are the focus standards for 8-Step.

Standards to Cover

<p>Week 1</p> <p>Notes: Establish rules and procedures.</p> <p>ARC: Independent Reading</p> <p><i>An Hour With Abuelo (Pearson)</i> <i>How I Saved My Grandfather (Scholastic Action Magazine)</i> <i>Paired Passages</i></p> <p>MindPlay will be used for individualized reading instruction for 30 minutes each day targeting students' gaps and growing their reading level and rate. The 8th grade goal to pass ILEARN is 1200L. The 8th grade goal to be within the grade level band is 1000.</p> <p>MindPlay will be used to explicitly teach Grammar including parts of speech, usage, and punctuation. This does not need to be taught the whole class, only through conferencing in students' writing.</p>	<p>8.RN.2.1 /8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p> <p>8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>
<p>Week 2</p> <p>ARC: Intro to Novel/Nonfiction Text; Reading Interest Inventory; Text Features of Different Leveled Books</p> <p>Cold Within (poem--online) by James Patrick Kinney</p> <p>Write in response to text. Introduce RACE.</p>	<p>8.RN.2.1 /8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.</p> <p>8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p> <p>8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p>

	<p>8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Lesson Plan for Cold Within https://civics.sites.unc.edu/files/2012/05/ColdWithinLesson.pdf</p>
<p>Week 3</p>	<p>8.RN.2.1 /8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p>
<p>Notes:</p> <p>ARC: Continue reading core text</p> <p>Pearson: Flowers for Algernon (set up argument task)</p> <p>Write in response to text</p>	<p>8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.</p> <p>8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p>
<p>Week 4</p>	<p>8.RN.2.1/8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p>
<p>Notes:</p> <p>NWEA</p> <p>ARC: Week 5 Argument Structure</p> <p>Writing: Argument Task Write a multi-paragraph argumentative essay stating whether or not Charlie should have had the operation to increase his intelligence. Discuss both his emotional and intellectual growth along with his eventual regression. Support your claim with clear and relevant reasons citing evidence from the text. Be sure to identify and refute a counterclaim.</p> <p>Window A Test</p>	<p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.

<p>Week 5</p>	<p>8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p>
<p>Notes:</p> <p>ARC: Continue reading core text</p> <p>ARC: Week 6 Evaluate an Argument pg 304.</p> <p>Writing: Argument Task Write a multi-paragraph argumentative essay stating whether or not Charlie should have had the operation to increase his intelligence. Discuss both his emotional and intellectual growth along with his eventual regression. Support your claim with clear and relevant reasons citing evidence from the text. Be sure to identify and refute a counterclaim.</p> <p>The Veldt https://repositorio.ufsc.br/bitstream/handle/123456789/163728/The%20Veldt%20-%20Ray%20Bradbury.pdf?sequence=1</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.</p> <p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.RV.2.3 Distinguish among the connotations of words with similar denotations.</p> <p>8.RV.3.3 Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. <p>Score Argument Essay using the ILEARN Rubric: https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-argumentative-101118.pdf</p>
<p>Week 6</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.</p>
<p>ARC: Continue reading core text</p> <p>Hispanic Heritage</p> <p>Salvadore Late or Early, Sandra Cisneros Lesson Plan for <i>Salvador Late or Early</i> https://www.sandi.net/staff/sites/default/files_link/staff/docs/principals/institute/closereadingofsalvador/CloseReadingofSalvador.pdf</p> <p>Writing: Complete a Write Like to write your own vignette/narrative.</p>	<p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p> <p>8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.W.3.3: Write narrative compositions in a variety of forms that –</p>

	<ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. <p>Score the Narrative Essay with the ILEARN Rubric: https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-narrative-101118.pdf</p>
<p>Week 7</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.</p> <p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p>
<p>Notes: Harrison Bergeron</p> <p>Writing: Literary Analysis Essay analyzing the text and the video and evaluating the choices made by the director or actors.</p>	<p>8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Harrison Bergeron PDF http://issaquahhighkdean.weebly.com/uploads/8/3/2/6/83262826/harrison-bergeron.pdf</p> <p>Watch the video of Harrison Bergeron titled <i>2081</i> https://www.youtube.com/watch?v=vtJTRip2tsM</p>

	<p>Students evaluate their writing with the Informative/Explanatory Essay with the ILEARN Rubric (teacher does not have to grade): https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-explanatory-101118.pdf</p>
<p>Week 8</p> <p>Notes: “Tell Tale Heart” & “Annabelle” by Edgar Allan Poe</p>	<p>8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text. 8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. 8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.</p>
<p>Week 9</p> <p>Notes: Pearson: “The Story-Teller” by Saki Read pg 90-98. Discuss questions on page 99. Complete Writing to Sources task, Explanatory Text, on pg. 101</p> <p>Window B Test</p>	<p>8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text. 8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. 8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision 8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.</p> <p>Students evaluate their writing with the Informative/Explanatory Essay with the ILEARN Rubric (teacher does not have to grade): https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-explanatory-101118.pdf</p>
<p>Week 10</p> <p>Notes: Pearson: “Forest Fire” pg. 258 “Why Leaves Turn Color in the Fall” pg. 264 “The Season’s Curmudgeon Sees the Light” pg. 262 Write an in-depth explanatory analysis of text structure. pg. 269 Word Origins, pg. 270-271</p>	<p>8.RN.3.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme) and analyze and evaluate how the differing structure of each text contributes to its meaning and style. 8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text. 8.RV.2.4: Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 8.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.W.3.2: Write informative compositions on a variety of topics that – • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>

	<ul style="list-style-type: none"> • Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. <p>Students evaluate their writing with the Informative/Explanatory Essay with the ILEARN Rubric (teacher does not have to grade): https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-explanatory-101118.pdf</p> <p>After writing three essays and reviewing each against the ILEARN rubric, students select one of the three to revise and edit and to submit to be graded by the teacher.</p>
<p>Week 11</p> <p>Notes: Explanatory Analysis continued . ..</p>	<p>8.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<p>Week 12</p>	<p>8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.</p>

<p>Notes:</p> <p>ARC Unit 1: Exploring Beyond the Solar System</p>	<p>8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p>
<p>Week 13</p>	<p>8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.</p>
<p>Notes:</p> <p>ARC Unit 1: Exploring Beyond the Solar System (Informative Essay Focus for ARC)</p> <p>Begin Research</p> <p>Window C Test</p> <p>Argumentative Writing Prompt:</p> <p>It has been claimed that going into space is important for scientific development. Is that true? What scientific breakthroughs have come about through the space programs?</p>	<p>8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. <p>8.W.5</p> <ul style="list-style-type: none"> ● Gather relevant information from multiple sources (2-3), using the search terms effectively, and annotate the sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats.
<p>Week 14</p>	<p>8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.</p>
<p>Notes:</p> <p>ARC Unit 1: Exploring Beyond the Solar System</p> <p>Pearson: “Making Tracks on Mars” on pgs. 196 -200</p> <p>Write Research</p>	<p>8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a

<p>Argumentative Writing Prompt:</p> <p>It has been claimed that going into space is important for scientific development. Is that true? What scientific breakthroughs have come about through the space programs? (Full process writing piece)</p>	<p>consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>8.W. 5</p> <ul style="list-style-type: none"> ● Gather relevant information from multiple sources (2-3), using the search terms effectively, and annotate the sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats. <p>8.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<p>Week 15</p> <p>Notes:</p> <p>Newsela: “Town Considers Dropping Native American from Its Logo”</p> <p>“Proud To Be” video commercial</p>	<p>8.W. 5 (continued)</p> <ul style="list-style-type: none"> ● Gather relevant information from multiple sources (2-3), using the search terms effectively, and annotate the sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats. <p>8.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. <p>8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.</p> <p>8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p> <p>8.RN.4.2 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>“Town Considers Dropping Native American from Its Logo” https://newsela.com/read/nativeamerican-logo/id/4603/quiz/0/</p> <p>“Proud To Be” http://www.ncai.org/proudtobe</p>

<p>Week 16</p>	<p>8.RN. 2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.</p>
<p>Notes: Newsela “REI Encourages Customers to Enjoy Family and Fresh Air On Black Friday” “Some Retailers Starting the Holiday Shopping Season on Thanksgiving” Thanksgiving</p>	<p>8.RN.2.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.</p> <p>“Some Retailers Starting the Holiday Shopping Season on Thanksgiving” https://newsela.com/read/thanksgiving-day-shopping/id/23956/ “REI Encourages Customers to Enjoy Family and Fresh Air On Black Friday” https://newsela.com/read/rei-shuts-down-thanksgiving/id/37858/</p>
<p>Week 17</p>	
<p>Window D Test</p>	
<p>Week 18</p>	<p>8.W.4: Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.</p>
<p>Group Project: Research how other countries around the world celebrate Christmas and six other seasons that coincide with this holiday.</p>	<p>8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.</p> <p>8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.</p> <p>“6 Holidays This Holiday Season Besides Christmas”</p>

	https://www.hercampus.com/school/minnesota/6-holidays-holiday-season-besides-christmas
<p>Week 19</p>	<p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<p>Notes:</p> <p>Group Project: Research how other countries around the world celebrate Christmas and six other seasons that coincide with this holiday.</p>	<p>8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.</p> <p>8.SL.2.2 Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.</p> <p>8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.</p>

<p>Winter Break</p>	
<p>Semester 2--Week 1</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis</p>
<p>ARC Unit 2 Launch Week 1 Begin Reading Core Text (audio book available for free with an Audible trial) The core text should be completed by the end of week 4. Use graphic organizers to collect details on the following literary elements: Setting</p>	<p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>

<p>Characters Plot The information from the graphic organizers will be used to write an essay in Week 4.</p> <p>Students read their independent books each day to answer the Day 5 prompt based on their independent reading selections.</p> <p>Possible Prompt (adjust as you see fit): Scholars will respond to the writing prompt: What is the most defining literary element in ___(genre of your book)___? Why? Use one to three specific details (pieces of evidence) to support your response. Each student's response will vary based on their independent text and be sure to frontload literary element during a previous lesson [mini].</p>	
<p>Week 2</p> <p>Notes: ARC Week 2 Read core text. By the end of the week, half the book should be completed. Characters Developing Theme through Characters</p> <p>Students continue reading independent books.</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis</p> <p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>
<p>Week 3</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis</p> <p>8.RL.2.3</p>

<p>Notes: ARC Week 3 Developing Theme through Setting</p> <p>Students continue reading independent books.</p> <p>NWEA</p>	<p>Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>
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<p>Week 4</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis</p>
<p>ARC Week 4 Developing Theme through Plot</p> <p>Students complete writing prompt on page 186. Use the sentence frames on page 100 to support students in writing their essays.</p> <p>Use this modified writing prompt to include all literary elements studied. What is the central theme of this text? How is it conveyed through the author's development of characters, setting, and plot? Students should include an opening and closing and one paragraph for each literary element with evidence from the text and elaboration explaining how their evidence supports the theme identified in their thesis.</p>	<p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p> <p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.
<p>Week 5</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis</p>
<p>ARC Week 5 Students will compare the core text with one of their independent texts by the end of the unit and work to revise their essays.</p>	<p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p>

<p>ARC Week 6 Continue revising essays. Rhetorical Devices: Logos, Ethos, Pathos Logical Fallacies (Unit 4, Week 7 has great resources for this)</p>	<p>8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme) and analyze and evaluate how the differing structure of each text contributes to its meaning and style.</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p> <p>8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p> <p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. <p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<p>Week 6 (Feb 10-14)</p> <p>Read: “The American Dream” by Dr. Martin Luther King Jr. “What is Your Own Big Plan?” by Barack Obama http://teacher.depaul.edu/Documents/Whatisyourbigplan8thGrade.pdf</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.</p> <p>8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.</p> <p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p> <p>8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme) and analyze and evaluate how the differing structure of each text contributes to its meaning and style.</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p> <p>8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.RV.2.1 Use context to determine or clarify the meaning of words and phrases.</p>

<p>Week 7 Feb 17-21</p>	<p>8.RL.2.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis</p>
<p>Read: The Road Not Taken by Robert Frost</p>	<p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p>
<p>Dream Deferred by Langston Hughes</p>	<p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>
<p>Write About Your Big Plan: Visionaries are big thinkers. They have a vision of what is and what should be. Barack Obama is asking you to think big. He asks what you plan to be and how you will commit now to that progress for yourself and your family and your country. Write a response to Barack Obama in which you explain what you have decided to do based on his speech. Include ideas from his speech and your own ideas. (this should be a one-day first draft only)</p>	<p>8.RV.3.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.

<p>Week 8 Feb 24-28</p>	<p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
<p>ARC Week 7</p>	<ul style="list-style-type: none"> • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.
<p>Week 9 March 2-6</p>	<p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
<p>ARC Week 8-9</p>	<ul style="list-style-type: none"> • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. <p>Score the Narrative Essay with the ILEARN Rubric: https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-narrative-101118.pdf</p>
<p>Week 10 March 9-13</p>	<p>8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p>
<p>ARC Unit 4, Week 1 and start Week 2 MLA Citation, Toulmin’s Argument Framework, Research Topics, Author’s Point of View/Perspective (Introduce RQ’s on page 8 and 9; Economics Framework)</p>	<ul style="list-style-type: none"> • Formulate a research question. • Gather relevant information from multiple sources, using search terms effectively, and annotate sources. • Assess the credibility and accuracy of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and follow a standard format for citation. • Present information, choosing from a variety of formats. <p>8.RN.3.3 Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p>Week 11 March 16-20</p>	<p>8.RN.3.3 Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p>ARC Unit 4, Week 2 and 3 Start with Day 4-- Author’s Purpose, Conflicting Viewpoints and Conflicting Evidence</p>	<p>8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>

Week 12 March 23-27	8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ARC Unit 4, Week 4 Aristotle's Rhetoric: Logos, Ethos, Pathos	
Spring Break March 30-April 3	
N/A	
Week 13 April 6-10	Introduce ILEARN Rubric when examining mentor texts and analyze how the texts meet or don't meet the expectations
ARC Unit 4, Week 5 Analyze Argument Mentor Texts; Rebuttal; Qualifiers; Pro/Con	<p>https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-argumentative-101118.pdf</p> <p>Have students select a topic from the following Pro-Con.org selections.</p> <p>8.RN.3.3 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>8.RN.4.3 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
Week 14 April 13-17	8.W.3.1: Write arguments in a variety of forms that –
ARC Unit 4, Week 6 Argument Essay Writing, Organizational (Text) Structures, Transitional Strategies, Audience, Rebuttal, Introduction and Conclusion	<ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. <p>Review ILEARN rubric as students are writing</p> <p>https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-argumentative-101118.pdf</p>

Week 15 April 20-24	<p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. <p>8.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. <p>Score Essay with ILEARN rubric: https://www.doe.in.gov/sites/default/files/assessment/performance-task-writing-rubric-argumentative-101118.pdf</p>
Notes: ILEARN ARC Unit 4, Week 7 Revise and Edit Argument Essay	
Week 16 April 27-May 1	<p>8.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
Notes: ILEARN ARC Unit 4, Week 8-9 Publishing, Presenting, and Debate	
Week 17 May 4-8	<p>8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>8.SL.3.2 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.SL.4.2 Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.</p>
Notes: ILEARN ARC Unit 4, Week 8-9	
Week 18 May 11-15	<p>8.SL.3.1 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>8.SL.3.2 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>8.SL.4.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.SL.4.2 Create engaging presentations that integrate multimedia components and</p>
Notes: ILEARN ARC Unit 4, Week 8-9	

	visual displays to clarify information, strengthen claims and evidence, and add interest.
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<p>Week 19 May 18-22</p> <p>Notes: Pearson: <i>from Anne Frank: The Diary of a Young Girl</i> pg. 712-715</p> <p><i>from Anne Frank Remembered</i> pg. 718-723</p> <p>Video <i>The short life of Anne Frank</i> (25 minutes) https://www.annefrank.org/en/education/product/132/video-the-short-life-of-anne-frank/</p>	
<p>Week 20 May 26-29</p> <p>Last week full week of school Poetry of the Holocaust http://www.auschwitz.dk/id6.htm</p> <p>https://interestingliterature.com/2019/12/famous-holocaust-poems/</p> <p>Create or find poetry then create and find music of your poetry</p>	

June

Standards to Cover

Week 21 June 1	
Notes: last day of school	